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ABSTRACT

This handbook consists of various forms, letters, and information sheets that are intended for use by those involved in the process of certifying student teachers who are participating in one of three prepracticum courses for business education majors at Suffolk University, Boston. The first section explains the purpose of Massachusetts' prepracticum system. Instructions and general guidelines to students participating in the prepracticum series are provided. The next three sections include materials for prepracticums in the foundations of education; reading, communication, and mathematics skills for business educators; and methods of teaching basic business subjects. Each of these sections includes the following: letter to the principal, observation reporting form, clock hour form, log of competencies/activities relating to standards, business education certification requirements, prepracticum followup letter, and prepracticum evaluation form. Lists of Massachusetts undergraduate and graduate programs in business education conclude the guide. (MN)

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ED271560

PRE-PRACTICUM HANDBOOK

BUSINESS EDUCATION

Dr. Barbara F. Ash, Director
Business Education Programs
Suffolk University
Beacon Hill
Boston, MA 02114
617-723-4700, Ext. 280

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INTRODUCTION

In order to meet the requirements for certification in the State of Massachusetts for certification for Teacher of Business, Teacher of Secretarial Skills, or Teacher of Business Management, the State Department of Education requires each candidate for certification to participate in three field-based pre-practicum experiences at the level of the certificate in Massachusetts public schools.

The purpose of pre-practicum courses is three-fold: (1) to provide advanced preparation prior to the practicum (student teaching) experience; (2) to ensure that students are developing competencies and satisfactorily meeting the standards for teacher certification; and (3) to assist the student and the college in evaluating the student's potential success in the teaching profession.

The pre-practicum handbook will hopefully be helpful to those involved in the teacher certification process.

PRE-PRACTICUM FIELD EXPERIENCES
INSTRUCTIONS TO STUDENTS AND GENERAL GUIDELINES

General

In order to meet your requirements for certification, the State Department of Education requires that you participate in three (3) field-based pre-practicum experiences in a Massachusetts public school. Your field visitations will consist of observations, tutoring, assisting the classroom teacher, working with small groups of students, and perhaps teaching a component of a lesson or a unit. The field-based components for the Business Education Teacher Certification Programs are integrated with the following courses:

- ED 203 Foundations of Education
- ED 326 Reading, Communication, and Mathematics Skills for Business Educators
- ED 320 Methods of Teaching Basic Business Subjects

The focus of each of the pre-practicum field experiences will differ in each course. Your instructor will assist you in arranging sites for your field experience. Please try to keep a flexible work schedule during the semester in which you are enrolled in a pre-practicum course.

Guidelines

1. The student must conform to the community and the school customs, rules, and regulations that govern the work and conduct of regular staff members in the school. If the school has adopted special regulations governing pre-practicum observations/assisting, the student should acquaint himself/herself with them and observe them rigorously.

2. Typical pre-practicum activities may include but are not limited to the following:

   a. Observing individual classes.
   b. Assisting in preparing audio-visual materials, bulletin boards, or other instructional materials.
   c. Assisting in preparing and administering examinations.
   d. Giving assistance to students who have been absent from class
   e. Tutoring small groups of students.
   f. Assisting in marking examinations and daily assignments and analyzing results to discover strengths and weaknesses.
   g. Preparing progress charts.
   h. Making a study of "problem case" students.
   i. Assisting in the collection of supplementary materials to be used for instructional purposes.
   j. Other activities as deemed pertinent by the school.

Suggested Observation Techniques

In order to make your observation periods profitable, carefully adhere to the following suggestions:

PRE-PRACTICUM INSTRUCTIONS (CONTINUED)

1. Enter the classroom with the students. The lesson should not be interrupted.
2. If possible, sit at one side of the class so that you may observe student reactions.
3. Take notes only with the permission of the teacher in charge.
4. Do not participate in the lesson unless you are asked to do so.
5. Remain in the classroom for the entire period.
6. Be tactful and unobtrusive at all times. The observer's presence should not distract the teacher or the students.

Relationships with Teachers

1. Give due respect to the opinions of the teacher; follow his or her advice.
2. Regard supervisory criticism as helpful and accept it in that light.
3. Never criticize the teacher's teaching procedures.
4. Consult the supervising teacher in any matter you are unsure of how to proceed.
5. If you are unable to attend a scheduled class for a legitimate reason, be sure to notify the teacher.

Relationships with Students

1. Never discriminate among students.
2. Avoid social relationships with students.
3. Dissuade students from talking about other teachers or other students.
4. Refrain from discussing one student with another or teachers with students.
5. Make allowances for students' poor achievement when circumstances warrant it.
6. Develop sympathy, tolerance, patience, and understanding in your work with students.

Personal Matters

1. Always be intellectually honest.
2. Practice self-control at all times.
3. Dress neatly and smartly.
4. Never shirk a duty. Be dissatisfied with giving just the minimum requirement of service.
5. Develop the ability to speak and write good English and exercise good taste in its use at all times.

Course Requirements

1. Follow the instructions of your professor for the preparation of your log, clock hour reports, and other course requirements. Good planning is a sign of a good teacher; meet your obligations in a timely manner.

2. Be prepared to discuss your pre-practicum activities as they relate to the standards specified for your course.

EDUCATION 203

FOUNDATIONS OF EDUCATION

Suffolk University College of Liberal Arts and Sciences

Beacon Hill
Boston, Mass. 02114
(617) 723-4700

Department of Education

Date

Dear Principal:

_____ is enrolled in the course Foundations of Education at Suffolk University. At the request of the Massachusetts Department of Education, all universities are expanding their programs of early field experience in the teacher preparation program.

In response to the mandate by the State Department, five brief observations of educational settings are now a requirement for foundations courses. Observations at the elementary school level may be approximately one class period in length; secondary school observations will be for a full class period.

Students will report these observations on forms provided for this purpose. A copies are attached for your reference. The names of teachers and students observed will remain anonymous.

Success of early experience (pre-student teaching) programs is, of course, dependent upon the continued cooperation of area schools. We believe that early field experience improves the quality of our teacher preparation program. Your support and cooperation is greatly appreciated.

Sincerely,

Donald M. Unger, Ed.D.
Professor of Education

cld
Enclosures

SUFFOLK UNIVERSITY
DEPARTMENT OF EDUCATION
OBSERVATION REPORTING FORM
EDUCATION 203, FOUNDATIONS OF EDUCATION

NAME OF STUDENT _____ NAME OF SCHOOL _____

CITY/TOWN _____ GRADE LEVEL _____ OBSERVATION DATE _____

OBSERVATION SITES

1. Regular Classroom
2. Special Needs Classroom
3. Inner City School
4. Classroom, grade/level/subject _____
5. Classroom, grade/level/subject _____

* Please address these specific standards in your log of activities and competencies.

OBSERVATION FOCUS*

STANDARD V The effective teacher is equitable, sensitive, and responsive to all learners.

2. responds to the needs of individual students so as to enhance their self esteem
3. works toward a learning enviroment favorable to open inquiry and devoid of ridicule
4. encourages a positive atmosphere for all students especially those with special needs
5. avoids and discourages racial, sexual, social, ethnic, religions, physical and other stereotyping

STANDARD III The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners.

8. is aware of recent developments in teaching, particularly in his or her field of knowledge

STANDARD II The effective teacher communicates clearly, understandably, and appropriately.

1. gives clear and concise explanations and directions
2. frames questions so as to encourage inquiry
4. makes the goals of teaching and learning c clear to students
7. listens to students

SUFFOLK UNIVERSITY

PRE-PRACTICUM CLOCK HOUR REPORT FORM

Name of Student _____

School _____ Report for Week Ending _____

	Observations	Teaching/Assisting	*Miscellaneous	TOTAL
	No. of Hours	No. of Hours	No. of Hours	No. of Hours
Total clock hours to present week. . . .				
Clock hours earned this week.				
Total clock hours earned to date				

*Describe briefly the miscellaneous activities:

_____

_____

Course (Check One):

- Education 203 ____
- Education 326 ____
- Education 320 ____

Name _____

LOG OF ACTIVITIES/COMPETENCIES RELATING TO STANDARDS AS EVIDENCED DURING PRE-PRACTICUM

Class/School Level	Certification Standard(s)*	Sample Activities/Competencies for Meeting Specific Standards
Business Law Grade 12	Standard III, No. 2 Has clear goals for student learning	• Prepared performance objectives for a unit on contracts.
	Standard III, No. 10 Makes effective use of appropriate resources in the community.	• Assisted the teacher in arranging a field trip to a District Court. • Assisted the teacher in securing a local lawyer as a guest speaker for the class.
Introduction to Business Grade 9 Unit: Insurance	Standard III, No. 6 Uses materials, media, and techniques suited to the subject matter and to meeting the goals of instruction.	• Assisted in preparing a bulletin board illustrating "real" contracts. • Volunteered to prepare a story, for possible presentation later to the class, featuring economic risks. Illustrated the story with pictures drawn from newspapers, magazines, etc.

Sample Log

Pre-Practicum Site _____

Semester/Date _____

* See attached Certification Standards - Business Education

Course (Check One):

- Education 203 ____
- Education 320 ____
- Education 326 ____

BEST COPY AVAILABLE

BUSINESS EDUCATION CERTIFICATION REQUIREMENTS

SUFFOLK UNIVERSITY

As Directed By

Massachusetts Board of Education

STANDARD I. The effective teacher is knowledgeable in the field proposed for certification.

Teacher of Business (Option A, BSBE Degree, Suffolk University)
(Teacher Certification Program, MSBE Degree)

The effective business teacher knows:

1. Business in general, and especially those aspects of business commonly taught in schools, including shorthand, typing, transcription, office machines and other secretarial skills; bookkeeping, accounting, and related mathematical skills; data processing; management and related aspects of economics.

2. Approaches to learning the basic skills of reading, communication, and mathematics in the context of business.

3. Relationships between business education and employment and between business and other fields of knowledge.

Teacher of Secretarial Skills (Option B, BSBE Degree, Suffolk University)
(Teacher Certification Program, MSBE Degree)

The effective teacher of secretarial skills knows:

1. The secretarial and clerical aspects of business in general, including shorthand, typing, transcription, office machines, office procedures, and office management.

2. Approaches to learning the basic skills of reading, communication, and mathematics in the context of business.

3. Relationships between business education and employment and between business and other fields of knowledge.

Teacher of Business Management (Option C, BSBE Degree, Suffolk University)
(Teacher Certification Program, MSBE Degree)

The effective teacher of business management knows:

1. The managerial and accounting aspects of business in general, including bookkeeping, accounting, data processing and related mathematical skills; management; the fundamentals of economics.

2. Approaches to teaching the basic skills of reading, communication, and mathematics in the context of business.

3. Relationships between business education and employment and between business and other fields of knowledge.

Note: The above certificates require the following:

1. Completion of 36 semester hours of course work in business, or secretarial science, or business management.

2. Completion of a pre-practicum consisting of 21 semester hours of course work and other experiences.

3. Completion of a practicum judged successful on the basis of Standards I-V.

STANDARD II. The effective teacher communicates clearly, understandably, and appropriately. To meet this standard, the candidate will demonstrate that he or she:

1. Gives clear and concise explanations and directions.
2. Frames questions so as to encourage inquiry.
3. Uses appropriate metaphors, examples, and illustrations.
4. Makes the goals of teaching and learning clear to students.
5. Uses language appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students.
6. Serves as an example of clear and effective oral and written communication.
7. Listens to students.
8. Communicates effectively with parents.

STANDARD III. The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners and so as to maintain a sense of order and purpose in the classroom. To meet this standard, the candidate will demonstrate that he or she:

1. Understands the needs and interests of his or her students and designs or adapts the curriculum to meet these needs and interests.
2. Has clear goals for student learning.
3. Relates the elements of instruction sequentially to each other, to other fields of knowledge, to students' experiences, and to long-term goals.
4. Understands developmental psychology, and relationships between stages of growth.
5. Uses materials, media, and techniques appropriate to the age, developmental stage, special needs, and social, racial and linguistic background of his or her students, both individually and as a class.
6. Uses materials, media, and techniques suited to the subject matter and to meeting the goals of instruction.
7. Teaches, as necessary, the basic academic skills (reading, communication, mathematics) related to the goals of instruction.
8. Is aware of recent developments in teaching, particularly in his or her field(s) of knowledge.
9. Understands techniques of classroom management and how to maintain a sense of order in the classroom.
10. Makes effective use of appropriate resources in the community.

STANDARD IV. The effective teacher uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the candidate will demonstrate that he or she:

1. Uses evaluative procedures appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students, and correct for any ethnic, racial, or sexual bias in evaluation.
2. Interprets the results of evaluative procedures, and uses these results to improve instruction both for the class as a whole and for individual students.
3. Identifies problems in reading which inhibit learning and works toward remedying these problems.
4. Encourages the involvement of students in evaluation of instruction.
5. Evaluates his or her own role, behavior, and performance in the classroom.

STANDARD V. The effective teacher is equitable, sensitive, and responsive to all learners. To meet this standard, the candidate will demonstrate that he or she:

1. Defends and encourages the exercise of students' rights to equal treatment and freedom of expression.
2. Responds to the needs of individual students so as to enhance their self-esteem.
3. Works toward a learning environment favorable to open inquiry and devoid of ridicule.
4. Encourages a positive atmosphere for all students, especially those with special needs.
5. Avoids and discourages racial, sexual, social, ethnic, religious, physical, and other stereotyping.
6. Makes allowances for biases and limitations in his or her own background which limit his or her responsiveness to students from other backgrounds.

Suffolk University College of Liberal Arts and Sciences

Beacon Hill
Boston, Mass. 02114
(617) 723-4700

Department of Education

Date

_____
_____
_____

Dear _____:

I wish to extend my sincere appreciation for your assistance with the pre-practicum field experience for our student, _____. The job of training a neophyte teacher is a challenging one. You have provided an excellent opportunity for _____ to experience the "real" classroom. This is a valuable contribution to our teacher education program.

Would you be kind enough to spend a few moments evaluating _____ progress towards meeting the standards for certification as applicable to the pre-practicum at your school. It is important that we monitor the progress of each of our students as related to the certification standards outlined by the State Department of Education. I have enclosed a form for this purpose.

Your comments, observations, and suggestions will be greatly appreciated. A stamped, self-addressed envelope is enclosed for your convenience. Thank you for your cooperation.

Sincerely,

Barbara F. Ash, Director
Business Education Programs

dh

Enclosures

SUFFOLK UNIVERSITY
DEPARTMENT OF EDUCATION
BUSINESS EDUCATION PROGRAM

EVALUATION OF PRE-PRACTICUM

Name of Student _____

Name of School _____

Name of Cooperating Teacher _____

This instrument is designed to assess the competencies required by the Massachusetts Department of Education for Business Education Teacher Certification. Students are expected to use this instrument for self-evaluation and professional growth. We thank you for your cooperation this past semester and would appreciate a brief evaluation of the student's pre-practicum experience.

Rating Scale: (Please circle the appropriate letter)

● Satisfactory or better = S ● Improvement needed = I ● Not Evident at this time = NE

* * *

Section A. The effective teacher communicates clearly, understandably, and appropriately. To meet this standard, the candidate will demonstrate that he or she:

1. Gives clear and concise explanations and directions.	S	I	NE
2. Frames questions so as to encourage inquiry.	S	I	NE
3. Uses appropriate metaphors, examples, and illustrations.	S	I	NE
4. Makes the goals of teaching and learning clear to students	S	I	NE
5. Uses language appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students	S	I	NE
6. Serves as an example of clear and effective oral and written communication	S	I	NE
7. Listens to students	S	I	NE
8. Communicates effectively with parents	S	I	NE

Section B. The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners so as to maintain a sense of order and purpose in the classroom. To meet this standard, the candidate will demonstrate that he or she:

1. Understands the needs and interests of students and designs or adapts the curriculum to meet those needs and interests	S	I	NE
2. Has clear goals for student learning	S	I	NE
3. Relates sequentially the elements of instruction to other fields of knowledge, to students' experiences, and to long-term goals	S	I	NE
4. Understands developmental psychology, and relationships between stages of growth	S	I	NE
5. Uses materials, media, and techniques appropriate to the age, developmental stage, special needs, and social background of students, both individually and as a class	S	I	NE
6. Uses materials, media, and techniques suited to the subject matter . .	S	I	NE
7. Teaches, as necessary, the basic academic skills (reading, communication, mathematics) related to the goals of instruction	S	I	NE

Section B. (Continued)

8. Is aware of recent developments in teaching, particularly in his or her field(s) of knowledge) . . . . . S I NE

9. Understands techniques of classroom management . . . . . S I NE

10. Makes effective use of appropriate resources in the community . . . . . S I NE

Section C. The effective teacher uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the candidate will demonstrate that he or she:

1. Uses evaluative procedures appropriate to the background of his or her students, and corrects for any ethnic, racial, or sexual bias in evaluation . . . . . S I NE

2. Interprets the results of evaluative procedures, and uses these results to improve instruction . . . . . S I NE

3. Identifies problems in reading which inhibit learning and works toward remedying these problems . . . . . S I NE

4. Encourages the involvement of students in evaluation of instruction . . S I NE

Section D. The effective teacher is equitable, sensitive, and responsive to all learners. To meet this standard, the candidate will demonstrate that he or she:

1. Defends and encourages the exercise of students' rights to equal treatment and freedom of expression . . . . . S I NE

2. Responds to the needs of the individual students so as to enhance their self-esteem . . . . . S I NE

3. Works toward a learning environment favorable to open inquiry and devoid of ridicule . . . . . S I NE

4. Encourages a positive atmosphere for all students, especially those with special needs . . . . . S I NE

5. Avoids and discourages racial, sexual, social, ethnic, and religious, physical, and other stereotyping . . . . . S I NE

6. Makes allowances for biases and limitations in his or her own background which limit his or her responsiveness to students from other backgrounds . . . . . S I NE

If you care to do so, please respond to the following two items:

Special strengths of student: _____

_____

_____

Suggestions for improvement: _____

_____

_____

Please check one of the following courses:

Evaluation for ED 203 Pre-Practicum ____
Evaluation for ED 326 Pre-Practicum ____
Evaluation for ED 320 Pre-Practicum ____

_____ _____

Cooperating Teacher/Evaluator Date

EDUCATION 326

READING, COMMUNICATION, AND MATHEMATICS SKILLS

FOR BUSINESS EDUCATORS

Suffolk University College of Liberal Arts and Sciences

Beacon Hill
Boston, Mass. 02114
(617) 723-4700

Department of Education

Date

_____
_____
_____

Dear _____:

Recently I spoke with _____at _____ High School concerning the placement of _____ in a pre-student teaching practicum in Business Education. The placement has been approved, and I have been asked to write to you with some of the background involved.

_____is a Business Education major at Suffolk University. As part of the program which is state approved, our students must complete a pre-student teaching practicum. _____ is expected to give approximately three hours a week of her time to _____working with a business education teacher. The times and days are to be established between you and _____. _____should start immediately and continue to the middle of December. Activities should include working with students in small groups and/or on a one-to-one basis performing duties similar to those of a teacher's aid.

We would appreciate your filling out the attached evaluation form in early December. If you have any questions, please telephone me at 617-723-4700, Ext. 280. Thank you for your cooperation.

Cordially,

Glen Lewandowski
Professor of Education

Enclosure

SUFFOLK UNIVERSITY
OBSERVATION/ASSISTING REPORTING FORM
EDUCATION 326
READING, COMMUNICATION, AND MATHEMATICS SKILLS FOR BUSINESS EDUCATORS

Name of Student _____ Week Of _____

Name of School _____ City/Town _____

Subject/Grade Level _____ Type of Class* _____

FOCUS OF OBSERVATION/TEACHING/ASSISTING**

Standard III. The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners and so as to maintain a sense of order and purpose in the classroom.

1. Understands the needs and interests of his or her students and designs or adapts the curriculum to meet these needs and interests.

3. Relates the elements of instruction sequentially to each other, to other fields of knowledge, to students' experiences, and to long-term goals.

4. Understands developmental psychology, and relationships between stages of growth.

7. Teaches, as necessary, the basic academic skills (reading, communication, mathematics) related to the goals of instruction.

9. Understands techniques of classroom management and how to maintain a sense of order in the classroom.

Standard IV. The effective teacher uses the results of various evaluative procedures to assess the effectiveness of instruction.

1. Uses evaluative procedures appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students, and correct for any ethnic, racial, or sixual bias in evaluation.

3. Identifies problems in reading which inhibit learning and works toward remedying these problems.

4. Encourages the involvement of students in evaluation of instruction.

Standard V. The effective teacher is equitable, sensitive, and responsive to all learners.

1. Defends and encourages the exercise of students' rights to equal treatment and freedom of expression.

6. Makes allowances for biases and limitations in his or her own background which limit his or her responsiveness to students from other backgrounds.

**Please address these specific standards in your log of activities and competencies. Your log may include other standards.

* Indicate type of class, e.g. regular classroom, special needs, inner city school.

SUFFOLK UNIVERSITY

PRE-PRACTICUM CLOCK HOUR REPORT FORM

Name of Student _____

School _____ Report for Week Ending _____

	Observations	Teaching/Assisting	*Miscellaneous	TOTAL
	No. of Hours	No. of Hours	No. of Hours	No. of Hours
Total clock hours to present week. . . .				
Clock hours earned this week.				
Total clock hours earned to date				

*Describe briefly the miscellaneous activities:

_____

_____

Course (Check One):

- Education 203 ____
- Education 326 ____
- Education 320 ____

Name _____

LOG OF ACTIVITIES/COMPETENCIES RELATING TO STANDARDS AS EVIDENCED DURING PRE-PRACTICUM

Class/School Level	Certification Standard(s)*	Sample Activities/Competencies for Meeting Specific Standards
Business Law Grade 12	Standard III, No. 2 Has clear goals for student learning	• Prepared performance objectives for a unit on contracts.
	Standard III, No. 10 Makes effective use of appropriate resources in the community.	• Assisted the teacher in arranging a field trip to a District Court. • Assisted the teacher in securing a local lawyer as a guest speaker for the class.
	Standard III, No. 6 Uses materials, media, and techniques suited to the subject matter and to meeting the goals of instruction.	• Assisted in preparing a bulletin board illustrating "real" contracts. • Volunteered to prepare a story, for possible presentation later to the class, featuring economic risks. Illustrated the story with pictures drawn from newspapers, magazines, etc.
Introduction to Business Grade 9 Unit: Insurance	Sample Log	

Pre-Practicum Site _____

Semester/Date _____

Course (Check One):

- Education 203 ____
- Education 320 ____
- Education 326 ____

* See attached Certification Standards - Business Education

BUSINESS EDUCATION CERTIFICATION REQUIREMENTS

SUFFOLK UNIVERSITY

As Directed By

Massachusetts Board of Education

STANDARD I. The effective teacher is knowledgeable in the field proposed for certification.

Teacher of Business (Option A, BSBE Degree, Suffolk University)
(Teacher Certification Program, MSBE Degree)

The effective business teacher knows:

1. Business in general, and especially those aspects of business commonly taught in schools, including shorthand, typing, transcription, office machines and other secretarial skills; bookkeeping, accounting, and related mathematical skills; data processing; management and related aspects of economics.

2. Approaches to learning the basic skills of reading, communication, and mathematics in the context of business.

3. Relationships between business education and employment and between business and other fields of knowledge.

Teacher of Secretarial Skills (Option B, BSBE Degree, Suffolk University)
(Teacher Certification Program, MSBE Degree)

The effective teacher of secretarial skills knows:

1. The secretarial and clerical aspects of business in general, including shorthand, typing, transcription, office machines, office procedures, and office management.

2. Approaches to learning the basic skills of reading, communication, and mathematics in the context of business.

3. Relationships between business education and employment and between business and other fields of knowledge.

Teacher of Business Management (Option C, BSBE Degree, Suffolk University)
(Teacher Certification Program, MSBE Degree)

The effective teacher of business management knows:

1. The managerial and accounting aspects of business in general, including bookkeeping, accounting, data processing and related mathematical skills; management; the fundamentals of economics.

2. Approaches to teaching the basic skills of reading, communication, and mathematics in the context of business.

3. Relationships between business education and employment and between business and other fields of knowledge.

Note: The above certificates require the following:

1. Completion of 36 semester hours of course work in business, or secretarial science, or business management.

2. Completion of a pre-practicum consisting of 21 semester hours of course work and other experiences.

3. Completion of a practicum judged successful on the basis of Standards I-V.

STANDARD II. The effective teacher communicates clearly, understandably, and appropriately. To meet this standard, the candidate will demonstrate that he or she:

1. Gives clear and concise explanations and directions.
2. Frames questions so as to encourage inquiry.
3. Uses appropriate metaphors, examples, and illustrations.
4. Makes the goals of teaching and learning clear to students.
5. Uses language appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students.
6. Serves as an example of clear and effective oral and written communication.
7. Listens to students.
8. Communicates effectively with parents.

STANDARD III. The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners and so as to maintain a sense of order and purpose in the classroom. To meet this standard, the candidate will demonstrate that he or she:

1. Understands the needs and interests of his or her students and designs or adapts the curriculum to meet these needs and interests.
2. Has clear goals for student learning.
3. Relates the elements of instruction sequentially to each other, to other fields of knowledge, to students' experiences, and to long-term goals.
4. Understands developmental psychology, and relationships between stages of growth.
5. Uses materials, media, and techniques appropriate to the age, developmental stage, special needs, and social, racial and linguistic background of his or her students, both individually and as a class.
6. Uses materials, media, and techniques suited to the subject matter and to meeting the goals of instruction.
7. Teaches, as necessary, the basic academic skills (reading, communication, mathematics) related to the goals of instruction.
8. Is aware of recent developments in teaching, particularly in his or her field(s) of knowledge.
9. Understands techniques of classroom management and how to maintain a sense of order in the classroom.
10. Makes effective use of appropriate resources in the community.

STANDARD IV. The effective teacher uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the candidate will demonstrate that he or she:

1. Uses evaluative procedures appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students, and correct for any ethnic, racial, or sexual bias in evaluation.
2. Interprets the results of evaluative procedures, and uses these results to improve instruction both for the class as a whole and for individual students.
3. Identifies problems in reading which inhibit learning and works toward remedying these problems.
4. Encourages the involvement of students in evaluation of instruction.
5. Evaluates his or her own role, behavior, and performance in the classroom.

STANDARD V. The effective teacher is equitable, sensitive, and responsive to all learners. To meet this standard, the candidate will demonstrate that he or she:

1. Defends and encourages the exercise of students' rights to equal treatment and freedom of expression.
2. Responds to the needs of individual students so as to enhance their self-esteem.
3. Works toward a learning environment favorable to open inquiry and devoid of ridicule.
4. Encourages a positive atmosphere for all students, especially those with special needs.
5. Avoids and discourages racial, sexual, social, ethnic, religious, physical, and other stereotyping.
6. Makes allowances for biases and limitations in his or her own background which limit his or her responsiveness to students from other backgrounds.

Suffolk University College of Liberal Arts and Sciences

Beacon Hill
Boston, Mass. 02114
(617) 723-4700

Department of Education

Date

_____
_____
_____

Dear _____:

I wish to extend my sincere appreciation for your assistance with the pre-practicum field experience for our student, _____ _____. The job of training a neophyte teacher is a challenging one. You have provided an excellent opportunity for _____ to experience the "real" classroom. This is a valuable contribution to our teacher education program.

Would you be kind enough to spend a few moments evaluating _____ progress towards meeting the standards for certification as applicable to the pre-practicum at your school. It is important that we monitor the progress of each of our students as related to the certification standards outlined by the State Department of Education. I have enclosed a form for this purpose.

Your comments, observations, and suggestions will be greatly appreciated. A stamped, self-addressed envelope is enclosed for your convenience. Thank you for your cooperation.

Sincerely,

Barbara F. Ash, Director
Business Education Programs

dh

Enclosures

SUFFOLK UNIVERSITY
DEPARTMENT OF EDUCATION
BUSINESS EDUCATION PROGRAM

EVALUATION OF PRE-PRACTICUM

Name of Student _____

Name of School _____

Name of Cooperating Teacher _____

This instrument is designed to assess the competencies required by the Massachusetts Department of Education for Business Education Teacher Certification. Students are expected to use this instrument for self-evaluation and professional growth. We thank you for your cooperation this past semester and would appreciate a brief evaluation of the student's pre-practicum experience.

Rating Scale: (Please circle the appropriate letter)

● Satisfactory or better = S ● Improvement needed = I ● Not Evident at this time = NE

* * *

Section A. The effective teacher communicates clearly, understandably, and appropriately. To meet this standard, the candidate will demonstrate that he or she:

1. Gives clear and concise explanations and directions. . . . . S I NE
2. Frames questions so as to encourage inquiry. . . . . S I NE
3. Uses appropriate metaphors, examples, and illustrations. . . . . S I NE
4. Makes the goals of teaching and learning clear to students . . . . . S I NE
5. Uses language appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students . . . . . S I NE
6. Serves as an example of clear and effective oral and written communication . . . . . S I NE
7. Listens to students . . . . . S I NE
8. Communicates effectively with parents . . . . . S I NE

Section B. The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners so as to maintain a sense of order and purpose in the classroom. To meet this standard, the candidate will demonstrate that he or she:

1. Understands the needs and interests of students and designs or adapts the curriculum to meet those needs and interests . . . . . S I NE
2. Has clear goals for student learning . . . . . S I NE
3. Relates sequentially the elements of instruction to other fields of knowledge, to students' experiences, and to long-term goals . . . . . S I NE
4. Understands developmental psychology, and relationships between stages of growth . . . . . S I NE
5. Uses materials, media, and techniques appropriate to the age, developmental stage, special needs, and social background of students, both individually and as a class . . . . . S I NE
6. Uses materials, media, and techniques suited to the subject matter . . S I NE
7. Teaches, as necessary, the basic academic skills (reading, communication, mathematics) related to the goals of instruction . . . . . S I NE

Section B. (Continued)

8. Is aware of recent developments in teaching, particularly in his or her field(s) of knowledge)	S	I	NE
9. Understands techniques of classroom management	S	I	NE
10. Makes effective use of appropriate resources in the community	S	I	NE

Section C. The effective teacher uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the candidate will demonstrate that he or she:

1. Uses evaluative procedures appropriate to the background of his or her students, and corrects for any ethnic, racial, or sexual bias in evaluation	S	I	NE
2. Interprets the results of evaluative procedures, and uses these results to improve instruction	S	I	NE
3. Identifies problems in reading which inhibit learning and works toward remedying these problems	S	I	NE
4. Encourages the involvement of students in evaluation of instruction	S	I	NE

Section D. The effective teacher is equitable, sensitive, and responsive to all learners. To meet this standard, the candidate will demonstrate that he or she:

1. Defends and encourages the exercise of students' rights to equal treatment and freedom of expression	S	I	NE
2. Responds to the needs of the individual students so as to enhance their self-esteem	S	I	NE
3. Works toward a learning environment favorable to open inquiry and devoid of ridicule	S	I	NE
4. Encourages a positive atmosphere for all students, especially those with special needs	S	I	NE
5. Avoids and discourages racial, sexual, social, ethnic, and religious, physical, and other stereotyping	S	I	NE
6. Makes allowances for biases and limitations in his or her own background which limit his or her responsiveness to students from other backgrounds	S	I	NE

If you care to do so, please respond to the following two items:

Special strengths of student: _____

_____

_____

Suggestions for improvement: _____

_____

_____

Please check one of the following courses:

Evaluation for ED 203 Pre-Practicum ____
Evaluation for ED 326 Pre-Practicum ____
Evaluation for ED 320 Pre-Practicum ____

_____ _____

Cooperating Teacher/Evaluator Date

EDUCATION 320

METHODS OF TEACHING BASIC BUSINESS SUBJECTS

Suffolk University College of Liberal Arts and Sciences

Beacon Hill
Boston, Mass. 02114
(617) 723-4700

Department of Education

Date

_____
_____
_____

Dear _____:

I would appreciate your approval for the placement of, _____, a Suffolk University Business Education student, in a pre-student teaching practicum in the secondary business education area. All Massachusetts approved secondary education programs at Suffolk University require the completion of a pre-student teaching practicum.

_____will be expected to participate in three classs hours a week at your school working with a teacher in secondary business education. The times and days may be established at the convenience of the cooperating teacher and _____. It would be helpful if the student could begin this experience immediately and continue through the middle of December.

The intent of the pre-student teaching practicum is to give education majors some teaching experience prior to their student teaching. Therefore, experiences may include, but not be limited to, working with students on a one-to-one basis; working with students in small groups; and performing duties similar to those carried out by a teacher's aid. We will appreciate your filling out a short evaluation form at the end of the pre-practicum.

If you have any questions, please telephone me at 617-723-4700, Ext. 281. Thank you for your cooperation.

Sincerely yours,

Instructor
Business Education Program

urs

SUFFOLK UNIVERSITY
OBSERVATION/ASSISTING REPORTING FORM
EDUCATION 320
METHODS OF TEACHING BASIC BUSINESS SUBJECTS

Name of Student _____ Week Of _____

Name of School _____ City/Town _____

Subject/Grade Level _____ Type of Class* _____

Nature of Experience** _____

FOCUS OF OBSERVATION/TEACHING/ASSISTING***

Standard II. The effective teacher communicates clearly, understandably, and appropriately.

3. Uses appropriate metaphors, examples, and illustrations

5. Uses language appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students.

6. Serves as an example of clear and effective oral and written communication.

7. Communicates effectively with parents.

Standard III. The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners and so as to maintain a sense of order and purpose in the classroom.

2. Has clear goals for student learning.

5. Uses materials, media, and techniques appropriate to the age, developmental stage, special needs, and social, racial and linguistic background of his or her students, both individually and as a class.

6. Uses materials, media, and techniques suited to the subject matter and to meeting the goals of instruction.

10. Makes effective use of appropriate resources in the community.

Standard IV. The effective teacher uses the results of various evaluative procedures to assess the effectiveness of instruction.

2. Interprets the results of evaluative procedures, and uses these results to improve instruction both for the class as a whole and for individual students.

5. Evaluates his or her own role, behavior, and performance in the classroom.

* Indicate type of class, e.g. regular classroom, special needs, inner city school.
** Indicate nature of experience, e.g. tutoring, classroom management/organization, evaluation/testing, research, group instruction, team teaching, or other.
*** Please address the above specific standards in your log of activities and competencies. Your log may include other standards.

SUFFOLK UNIVERSITY

PRE-PRACTICUM CLOCK HOUR REPORT FORM

Name of Student _____

School _____ Report for Week Ending _____

	Observations	Teaching/Assisting	*Miscellaneous	TOTAL
	No. of Hours	No. of Hours	No. of Hours	No. of Hours
Total clock hours to present week				
Clock hours earned this week				
Total clock hours earned to date				

*Describe briefly the miscellaneous activities:

Course (Check One):

- Education 203 ____
- Education 326 ____
- Education 320 ____

Name _____

LOG OF ACTIVITIES/COMPETENCIES RELATING TO STANDARDS AS EVIDENCED DURING PRE-PRACTICUM

Class/School Level	Certification Standard(s)*	Sample Activities/Competencies for Meeting Specific Standards
Business Law Grade 12	*Standard III, No. 2* *Has clear goals for student learning*	• *Prepared performance objectives for a unit on contracts.*
	Standard III, No. 10 *Makes effective use of appropriate resources in the community.*	• *Assisted the teacher in arranging a field trip to a District Court.* • *Assisted the teacher in securing a local lawyer as a guest speaker for the class.*
	Standard III, No. 6 *Uses materials, media, and techniques suited to the subject matter and to meeting the goals of instruction.*	• *Assisted in preparing a bulletin board illustrating "real" contracts.* • *Volunteered to prepare a story, for possible presentation later to the class, featuring economic risks. Illustrated the story with pictures drawn from newspapers, magazines, etc.*
Introduction to Business Grade 9 *Unit: Insurance*	*Sample Log*	

Pre-Practicum Site _____

Semester/Date _____

* See attached Certification Standards - Business Education

Course (Check One):

- Education 203 ____
- Education 320 ____
- Education 326 ____

25

BUSINESS EDUCATION CERTIFICATION REQUIREMENTS

SUFFOLK UNIVERSITY

As Directed By

Massachusetts Board of Education

STANDARD I. The effective teacher is knowledgeable in the field proposed for certification.

Teacher of Business (Option A, BSBE Degree, Suffolk University)
(Teacher Certification Program, MSBE Degree)

The effective business teacher knows:

1. Business in general, and especially those aspects of business commonly taught in schools, including shorthand, typing, transcription, office machines and other secretarial skills; bookkeeping, accounting, and related mathematical skills; data processing; management and related aspects of economics.

2. Approaches to learning the basic skills of reading, communication, and mathematics in the context of business.

3. Relationships between business education and employment and between business and other fields of knowledge.

Teacher of Secretarial Skills (Option B, BSBE Degree, Suffolk University)
(Teacher Certification Program, MSBE Degree)

The effective teacher of secretarial skills knows:

1. The secretarial and clerical aspects of business in general, including shorthand, typing, transcription, office machines, office procedures, and office management.

2. Approaches to learning the basic skills of reading, communication, and mathematics in the context of business.

3. Relationships between business education and employment and between business and other fields of knowledge.

Teacher of Business Management (Option C, BSBE Degree, Suffolk University)
(Teacher Certification Program, MSBE Degree)

The effective teacher of business management knows:

1. The managerial and accounting aspects of business in general, including bookkeeping, accounting, data processing and related mathematical skills; management; the fundamentals of economics.

2. Approaches to teaching the basic skills of reading, communication, and mathematics in the context of business.

3. Relationships between business education and employment and between business and other fields of knowledge.

Note: The above certificates require the following:

1. Completion of 36 semester hours of course work in business, or secretarial science, or business management.

2. Completion of a pre-practicum consisting of 21 semester hours of course work and other experiences.

3. Completion of a practicum judged successful on the basis of Standards I-V.

STANDARD II. The effective teacher communicates clearly, understandably, and appropriately. To meet this standard, the candidate will demonstrate that he or she:

1. Gives clear and concise explanations and directions.
2. Frames questions so as to encourage inquiry.
3. Uses appropriate metaphors, examples, and illustrations.
4. Makes the goals of teaching and learning clear to students.
5. Uses language appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students.
6. Serves as an example of clear and effective oral and written communication.
7. Listens to students.
8. Communicates effectively with parents.

STANDARD III. The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners and so as to maintain a sense of order and purpose in the classroom. To meet this standard, the candidate will demonstrate that he or she:

1. Understands the needs and interests of his or her students and designs or adapts the curriculum to meet these needs and interests.
2. Has clear goals for student learning.
3. Relates the elements of instruction sequentially to each other, to other fields of knowledge, to students' experiences, and to long-term goals.
4. Understands developmental psychology, and relationships between stages of growth.
5. Uses materials, media, and techniques appropriate to the age, developmental stage, special needs, and social, racial and linguistic background of his or her students, both individually and as a class.
6. Uses materials, media, and techniques suited to the subject matter and to meeting the goals of instruction.
7. Teaches, as necessary, the basic academic skills (reading, communication, mathematics) related to the goals of instruction.
8. Is aware of recent developments in teaching, particularly in his or her field(s) of knowledge.
9. Understands techniques of classroom management and how to maintain a sense of order in the classroom.
10. Makes effective use of appropriate resources in the community.

STANDARD IV. The effective teacher uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the candidate will demonstrate that he or she:

1. Uses evaluative procedures appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students, and correct for any ethnic, racial, or sexual bias in evaluation.
2. Interprets the results of evaluative procedures, and uses these results to improve instruction both for the class as a whole and for individual students.
3. Identifies problems in reading which inhibit learning and works toward remedying these problems.
4. Encourages the involvement of students in evaluation of instruction.
5. Evaluates his or her own role, behavior, and performance in the classroom.

STANDARD V. The effective teacher is equitable, sensitive, and responsive to all learners. To meet this standard, the candidate will demonstrate that he or she:

1. Defends and encourages the exercise of students' rights to equal treatment and freedom of expression.
2. Responds to the needs of individual students so as to enhance their self-esteem.
3. Works toward a learning environment favorable to open inquiry and devoid of ridicule.
4. Encourages a positive atmosphere for all students, especially those with special needs.
5. Avoids and discourages racial, sexual, social, ethnic, religious, physical, and other stereotyping.
6. Makes allowances for biases and limitations in his or her own background which limit his or her responsiveness to students from other backgrounds.

Suffolk University College of Liberal Arts and Sciences

Beacon Hill
Boston, Mass 02114
(617) 723-4700

Department of Education

Date

_____
_____
_____

Dear _____:

I wish to extend my sincere appreciation for your assistance with the pre-practicum field experience for our student, _____ _____. The job of training a neophyte teacher is a challenging one. You have provided an excellent opportunity for _____ to experience the "real" classroom. This is a valuable contribution to our teacher education program.

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Your comments, observations, and suggestions will be greatly appreciated. A stamped, self-addressed envelope is enclosed for your convenience. Thank you for your cooperation.

Sincerely,

Barbara F. Ash, Director
Business Education Programs

dh

Enclosures

SUFFOLK UNIVERSITY
DEPARTMENT OF EDUCATION
BUSINESS EDUCATION PROGRAM

EVALUATION OF PRE-PRACTICUM

Name of Student _____

Name of School _____

Name of Cooperating Teacher _____

This instrument is designed to assess the competencies required by the Massachusetts Department of Education for Business Education Teacher Certification. Students are expected to use this instrument for self-evaluation and professional growth. We thank you for your cooperation this past semester and would appreciate a brief evaluation of the student's pre-practicum experience.

Rating Scale: (Please circle the appropriate letter)

● Satisfactory or better = S ● Improvement needed = I ● Not Evident at this time = NE

* * *

Section A. The effective teacher communicates clearly, understandably, and appropriately. To meet this standard, the candidate will demonstrate that he or she:

1. Gives clear and concise explanations and directions. . . . . S I NE
2. Frames questions so as to encourage inquiry. . . . . S I NE
3. Uses appropriate metaphors, examples, and illustrations. . . . . S I NE
4. Makes the goals of teaching and learning clear to students . . . . . S I NE
5. Uses language appropriate to the age, developmental stage, special needs, and social, racial, and linguistic background of his or her students . . . . . S I NE
6. Serves as an example of clear and effective oral and written communication . . . . . S I NE
7. Listens to students . . . . . S I NE
8. Communicates effectively with parents . . . . . S I NE

Section B. The effective teacher designs instruction to facilitate learning consistent with the needs and interests of the learners so as to maintain a sense of order and purpose in the classroom. To meet this standard, the candidate will demonstrate that he or she:

1. Understands the needs and interests of students and designs or adapts the curriculum to meet those needs and interests . . . . . S I NE
2. Has clear goals for student learning . . . . . S I NE
3. Relates sequentially the elements of instruction to other fields of knowledge, to students' experiences, and to long-term goals . . . . . S I NE
4. Understands developmental psychology, and relationships between stages of growth . . . . . S I NE
5. Uses materials, media, and techniques appropriate to the age, developmental stage, special needs, and social background of students, both individually and as a class . . . . . S I NE
6. Uses materials, media, and techniques suited to the subject matter . . S I NE
7. Teaches, as necessary, the basic academic skills (reading, communication, mathematics) related to the goals of instruction . . . . . S I NE

Section B. (Continued)

8. Is aware of recent developments in teaching, particularly in his or her field(s) of knowledge) . . . . . S I NE

9. Understands techniques of classroom management . . . . . S I NE

10. Makes effective use of appropriate resources in the community . . . . . S I NE

Section C. The effective teacher uses the results of various evaluative procedures to assess the effectiveness of instruction. To meet this standard, the candidate will demonstrate that he or she:

1. Uses evaluative procedures appropriate to the background of his or her students, and corrects for any ethnic, racial, or sexual bias in evaluation . . . . . S I NE

2. Interprets the results of evaluative procedures, and uses these results to improve instruction . . . . . S I NE

3. Identifies problems in reading which inhibit learning and works toward remedying these problems . . . . . S I NE

4. Encourages the involvement of students in evaluation of instruction . . S I NE

Section D. The effective teacher is equitable, sensitive, and responsive to all learners. To meet this standard, the candidate will demonstrate that he or she:

1. Defends and encourages the exercise of students' rights to equal treatment and freedom of expression . . . . . S I NE

2. Responds to the needs of the individual students so as to enhance their self-esteem . . . . . S I NE

3. Works toward a learning environment favorable to open inquiry and devoid of ridicule . . . . . S I NE

4. Encourages a positive atmosphere for all students, especially those with special needs . . . . . S I NE

5. Avoids and discourages racial, sexual, social, ethnic, and religious, physical, and other stereotyping . . . . . S I NE

6. Makes allowances for biases and limitations in his or her own background which limit his or her responsiveness to students from other backgrounds . . . . . S I NE

If you care to do so, please respond to the following two items:

Special strengths of student: _____

_____

_____

Suggestions for improvement: _____

_____

_____

Please check one of the following courses:

Evaluation for ED 203 Pre-Practicum ____
Evaluation for ED 326 Pre-Practicum ____
Evaluation for ED 320 Pre-Practicum ____

_____
Cooperating Teacher/Evaluator

_____
Date

BUSINESS EDUCATION UNDERGRADUATE PROGRAMS

Secondary School Programs in Business Education and Office Technologies

There are two major components to the Programs in Business Education and Office Technologies.

- Business Teacher Education Concentrations.
- Office Management and Business Training Concentrations.

Both of these concentrations lead to a Bachelor of Science Degree and are open to high school graduates and transfer students from secretarial and business management programs in approved junior and senior institutions.

Bachelor of Science Degree — Teacher Education Concentrations

Graduates of these programs are certified by the Massachusetts State Department of Education for certification both in Massachusetts and in states which hold membership in the Interstate Certification Compact. Majors develop competencies which qualify them to teach a variety of business subjects including accounting, information processing, general business courses, and secretarial skills.

- Option A — Teacher of Business Certificate (5-12)
- Option B — Teacher of Secretarial Skills Certificate (5-12)
- Option C — Teacher of Business Management Certificate (5-12) (Business Administration/ Management)

Bachelor of Science Degree — Office Management/Business Training Concentrations

Graduates of these programs are trained for careers as office supervisors, administrative office managers, or for staff development and training positions in business and industry and/or continuing education settings.

- Option D — Business Training Program (No Teaching Certificate)
- Option E — Office Management Program

A maximum of 60 credits and/or the associate degree from approved institutions will be accepted for the B.S. degree. Transfer candidates with less than 30 transfer credits and high school graduates will pursue the four-year option. Transfer candidates with 31 or more hours of transfer credit will pursue the transfer option.

For those individuals entering the Business Education Program without a background in skills, credits may be earned and applied to the degree. Candidates passing competency examinations in skills courses may replace designated skills courses with elective courses at the discretion of the faculty adviser. All skills credits may be applied ONLY to the B.S. in Business Education.

Degree candidates are advised to consult with Dr. Barbara F. Ash, Director, Business Education and Office Technologies Programs.

Program in Business Education and Office Technologies
Bachelor of Science Degree

OPTION A (Four-Year*) — Teacher of Business Certificate (122 semester hours)

Freshman	Sem. Hrs.
Integrated Studies	6
First-Year English	6
Shorthand	6
Typewriting/Word-Information Processing	6
Foundations of Education	3
Humanities Option[1]	3
	30

Sophomore	Sem. Hrs.
Second-Year English	6
Logic/Speech	6
Mathematics	6
Principles of Accounting	6
Transcription	3
Educational Psychology[2]	3
	30

Junior	Sem. Hrs.
Economics[2]	6
Natural Science Option[3]	8
Business Law	3
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
Office Administration	3
Methods of Teaching Basic Business Subjects	3
Methods of Teaching Keyboarding and Office Systems	3
	32

Senior	Sem. Hrs.
Methods of Teaching Shorthand and Transcription	3
Business Communications	3
Introduction to Business	3
Reading, Communication, and Mathematics Skills for Business Educators	3
Methods of Teaching Bookkeeping, Accounting, Data Processing, and Business Mathematics	3
Microcomputers for Business Education	3
Office Education Internship for Business Educators[4]	3
Practicum (Secondary Student Teaching)[5]	9
	30

*For candidates with fewer than 30 semester hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies
Bachelor of Science Degree

OPTION B (Four-Year*) — Teacher of Secretarial Skills Certificate
(122 semester hours)

Freshman	Sem. Hrs.
Integrated Studies	6
First-Year English	6
Shorthand	6
Typewriting/Word-Information Processing	6
Foundations of Education	3
Humanities Option[1]	3
	30

Sophomore	Sem. Hrs.
Second-Year English	6
Logic/Speech	6
Mathematics	6
Principles of Accounting	3
Major Field/Skills	6
Transcription	3
	30

Junior	Sem. Hrs.
Economics[2]	6
Natural Science Option[3]	8
Educational Psychology[2]	3
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
Business Law	3
Methods of Teaching Basic Business Subjects	3
Methods of Teaching Keyboarding and Office Systems	3
	32

Senior	Sem. Hrs.
Office Administration	3
Methods of Teaching Shorthand and Transcription	3
Business Communications	3
Reading, Communication, and Mathematics Skills for Business Educators	3
Microcomputers for Business Education	3
Office Simulation and Cooperative Work Experience Programs: Implementation and Design	3
Office Education Internship for Business Educators[4]	3
Practicum (Secondary Student Teaching)[5]	9
	30

*For candidates with fewer than 30 semester hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies Bachelor of Science Degree

OPTION C (Four-Year*) — Teacher of Business Management Certificate
(122 semester hours)

Freshman	Sem. Hrs.
Integrated Studies	6
First-Year English	6
Major Field (Management/Business Administration)	12
Foundations of Education	3
Humanities Option[1]	3
	30

Sophomore	Sem. Hrs.
Second-Year English	6
Logic/Speech	6
Mathematics	6
Principles of Accounting	6
Major Field (Management/Business Administration)	3
Educational Psychology	3
	30

Junior	Sem. Hrs.
Economics[2]	6
Natural Science Option[3]	8
Business Law	6
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
Office Administration	3
Methods of Teaching Basic Business Subjects	3
	32

Senior	Sem. Hrs.
History and Philosophy of Career and Occupational Education	3
Business Communications	3
Reading, Communication, and Mathematics Skills for Business Educators	3
Methods of Teaching Bookkeeping, Accounting, Data Processing, and Business Mathematics	3
Microcomputers for Business Education	3
Business Education Elective	3
Office Education Internship for Business Educators[4]	3
Practicum (Secondary Student Teaching)[5]	9
	30

*For candidates with fewer than 30 semester hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies
Bachelor of Science Degree

OPTION D (Four-Year*) — Business Training Program
(122 semester hours)

Freshman	Sem. Hrs.
Integrated Studies	6
First-Year English	6
Major Field/Skills	12
Word-Information Processing	3
Humanities Option[1]	3
	30

Sophomore	Sem. Hrs.
Second-Year English	6
Logic/Speech	6
Mathematics	6
Principles of Accounting	6
Major Field/Skills	3
Educational Psychology[2]	3
	30

Junior	Sem. Hrs.
Economics[2]	6
Natural Science Option[3]	8
Business Law	3
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
Office Administration	3
Methods of Teaching Keyboarding and Office Systems	3
Continuing Education for Business	3
	32

Senior	Sem. Hrs.
Teaching Methodology and Instructional Materials for Adult Business Education	3
Business Communications	3
Introduction to Business	3
Individualized Instruction for Business Education	3
Microcomputers for Business Education	3
Conference and Workshop Organization and Public Relations	3
Elective	3
Office Education Internship for Business Educators	9
	30

*For candidates with fewer than 30 semester hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies Bachelor of Science Degree

OPTION E (Four-Year*) — Office Management Program
(122 semester hours)

Freshman	Sem. Hrs.
Integrated Studies	6
First-Year English	6
Major Field/Skills	12
Word-Information Processing	3
Humanities Option[1]	3
	30

Sophomore	Sem. Hrs.
Second-Year English	6
Logic/Speech	6
Mathematics	6
Principles of Accounting	6
Major Field/Skills	3
Social Science Option[2]	3
	30

Junior	Sem. Hrs.
Economics[2]	6
Natural Science Option[3]	8
Business Law	3
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
Office Administration	3
Records and Information Management	3
Business Education Elective	3
	32

Senior	Sem. Hrs.
Business Communications	3
Introduction to Business	3
Conference and Workshop Organization and Public Relations	3
Business Education Elective	3
Microcomputers for Business Education	3
Electives	6
Office Education Internship for Business Educators[4]	9
	30

*For candidates with fewer than 30 semester hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies
Bachelor of Science Degree

OPTION A (Transfer*) — Teacher of Business Certificate (122 semester hours)

Freshman	Sem. Hrs.
First-Year English	6
Shorthand	6
Typewriting	6
Principles of Accounting	6
College Mathematics	3
Communications/Speech	3
	30

Sophomore	Sem. Hrs.
Business Law	3
Introduction to Business	3
Transcription	3
Word-Information Processing	3
Office Procedures/Administration	3
Business Communications	3
Humanities Option[1]	6
Principles of Economics[2]	6
	30

Junior	Sem. Hrs.
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
English Option	6
Humanities Option[1]	6
Methods of Teaching Basic Business Subjects	3
Methods of Teaching Keyboarding and Office Systems	3
Natural Science Option[3]	8
	32

Senior	Sem. Hrs.
Reading, Communication, and Mathematics Skills for Business Educators	3
Methods of Teaching Shorthand and Transcription	3
Foundations of Education[2]	3
Educational Psychology[2]	3
Methods of Teaching Bookkeeping, Accounting, Data Processing, and Business Mathematics	3
Microcomputers for Business Education	3
Office Education Internship for Business Educators[4]	3
Practicum (Secondary Student Teaching)[5]	9
	30

*For candidates with 30 or more semester hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies
Bachelor of Science Degree

OPTION B (Transfer*) — Teacher of Secretarial Skills Certificate
(122 semester hours)

Freshman	Sem. Hrs.
First-Year English	6
Shorthand	6
Typewriting	6
Principles of Accounting	3
Major Field/Skills	3
College Mathematics	3
Communications/Speech	3
	30

Sophomore	Sem. Hrs.
Business Law	3
Major Field/Skills	3
Transcription	3
Word-Information Processing	3
Office Procedures/Administration	3
Business Communications	3
Humanities Option[1]	6
Principles of Economics[2]	6
	30

Junior	Sem. Hrs.
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
English Option	6
Humanities Option[1]	6
Methods of Teaching Basic Business Subjects	3
Methods of Teaching Keyboarding and Office Systems	3
Natural Science Option[3]	8
	32

Senior	Sem. Hrs.
Reading, Communication, and Mathematics Skills for Business Educators	3
Methods of Teaching Shorthand and Transcription	3
Foundations of Education[2]	3
Educational Psychology[2]	3
Office Simulation and Cooperative Work Experience Programs: Implementation and Design	3
Microcomputers for Business Education	3
Office Education Internship for Business Educators[4]	3
Practicum (Secondary Student Teaching)[5]	9
	30

*For candidates with 30 or more hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies
Bachelor of Science Degree

OPTION C (Transfer*) — Teacher of Business Management Certificate
(122 semester hours)

Freshman	Sem. Hrs.
First-Year English	6
Major Field (Management/Business Administration)	12
Principles of Accounting	6
College Mathematics	3
Communications/Speech	3
	30

Sophomore	Sem. Hrs.
Business Law	6
Major Field (Management/Business Administration)	6
Office Administration	3
Business Communications	3
Humanities Option[1]	6
Principles of Economics[2]	6
	30

Junior	Sem. Hrs.
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
English Option	6
Humanities Option[1]	6
Methods of Teaching Basic Business Subjects	3
History and Philosophy of Career and Occupational Education	3
Natural Science Option[3]	8
	32

Senior	Sem. Hrs.
Reading, Communication, and Mathematics Skills for Business Educators	3
Methods of Teaching Bookkeeping, Accounting, Data Processing, and Business Mathematics	3
Foundations of Education[2]	3
Educational Psychology[2]	3
Business Education Elective	3
Microcomputers for Business Education	3
Office Education Internship for Business Educators[4]	3
Practicum (Secondary Student Teaching)[5]	9
	30

*For candidates with 30 or more hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies
Bachelor of Science Degree

OPTION D (Transfer*) — Business Training Program
(122 semester hours)

Freshman	Sem. Hrs.
First-Year English	6
Major Field/Skills	12
Principles of Accounting	6
College Mathematics	3
Communications/Speech	3
	30

Sophomore	Sem. Hrs.
Business Law	3
Introduction to Business	3
Major Field/Skills	3
Word-Information Processing	3
Office Procedures/Administration	3
Business Communications	3
Humanities Option[1]	6
Principles of Economics[2]	6
	30

Junior	Sem. Hrs.
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
English Option	6
Humanities Option[2]	6
Conference and Workshop Organization and Public Relations	3
Methods of Teaching Keyboarding and Office Systems	3
Natural Science Option[3]	8
	32

Senior	Sem. Hrs.
Continuing Education for Business	3
Microcomputers for Business Education	3
Teaching Methodology and Instructional Materials for Adult Business Education	3
Foundations of Education[2]	3
Educational Psychology[2]	3
Individualized Instruction for Business Education	3
Elective	3
Office Education Internship for Business Educators[4]	9
	30

*For candidates with 30 or more hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

Program in Business Education and Office Technologies
Bachelor of Science Degree

OPTION E (Transfer*) — Office Management Program
(122 semester hours)

Freshman	Sem. Hrs.
First-Year English	6
Major Field/Skills	12
Principles of Accounting	6
College Mathematics	3
Communications/Speech	3
	30

Sophomore	Sem. Hrs.
Business Law	3
Introduction to Business	3
Major Field/Skills	3
Word-Information Processing	3
Office Procedures/Administration	3
Business Communications	3
Humanities Option[1]	6
Principles of Economics[2]	6
	30

Junior	Sem. Hrs.
Introduction to Computer Information Systems	3
Introduction to Computer Programming	3
English Option	6
Humanities Option[1]	6
Social Science Option[2]	6
Natural Science Option[3]	8
	32

Senior	Sem. Hrs.
Conference and Workshop Organization and Public Relations	3
Microcomputers for Business Education	3
Records and Information Management	3
Business Education Electives	6
Electives	6
Office Education Internship for Business Educators[4]	9
	30

*For candidates with 30 or more hours of transfer credit.

N.B. Should a student change his/her Business Education major, the credits awarded for the skills courses will not be applied to a degree in a new major.

[1]Humanities Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[2]Course(s) satisfy the Social Science Option requirements.

[3]Natural Science Option. See the College of Liberal Arts and Sciences Catalog and your academic adviser for course selections.

[4]An elective may satisfy three credits of the internship requirement with documentation of full-time office experience or its part-time equivalent.

[5]All required Business Education methods courses *MUST* be completed prior to commencing student teaching. It is recommended that no more than one course be taken concurrently with student teaching.

BUSINESS EDUCATION GRADUATE PROGRAMS

Graduate Education

M.S. in Business Education and Office Technologies

General Description of the Programs

The Master of Science in Business Education offers advanced preparation for business professionals in curriculum design, information systems, teaching methodology, and research.

Each program is open to individuals who have earned a bachelor's degree and who are currently employed or wish to pursue careers in business education at secondary and post-secondary institutions, community-based programs, adult education settings, and staff development and training positions in business and industry.

Candidates for the Master of Science in Business Education select one of the following programs.

- Business Education — General Program
- Business Education — Adult/Continuing Education Program
- Business Education — Information Processing Program
- Business Education — Teacher Certification Program

General Requirements

The minimum program requirement for candidates who hold a teaching certificate and/or a bachelor's degree in business education is 30 semester hours.

Candidates seeking teacher certification in business education and individuals with a bachelor's degree in another discipline may require additional courses which include: subject matter (when appropriate), field-based pre-practica, and student teaching.

A detailed description of the requirements is outlined under each option.

Degree candidates are advised to consult with Dr. Barbara F. Ash, Director, Programs in Business Education and Office Technologies.

Business Education — General Program

Description: This option provides advanced preparation for business educators in curriculum design, research, and teaching methodologies. The curriculum in this option is also tailored to meet the needs of individuals re-entering the business education profession.

Required Courses: 12 Sem. Hrs.

ED650 — Curriculum Construction and Program Development in Business and Office Education 3
ED654 — Introduction to Research Methods in Business and Office Education 3
ED655 — Research Seminar in Business and Office Education 3
Choice of one of the following:
ED656 — Research and Improvement in Basic Business Instruction 3
ED657 — Research and Improvement in Shorthand-Transcription Instruction 3
ED658 — Research and Improvement in Keyboarding Instruction 3
ED659 — Research and Improvement in Bookkeeping, Accounting, Data Processing, and Business Mathematics Instruction 3

Business Education Electives: 12 Sem. Hrs.

Electives are selected in consultation with the faculty adviser and are individualized to meet student needs and interests.

Restricted Electives: 6 Sem. Hrs.

Courses may be elected in business administration, business education, education, or liberal arts. At the discretion of the Director of Business Education and Office Technologies, six graduate credits earned *prior* to matriculation may be accepted upon entry to the program.

Business Education — Adult/Continuing Education Program

Description: This option is designed for those business education professionals seeking competencies and skills for teaching the adult learner. This program is particularly well suited for teachers and administrators employed in community and junior colleges, community-based agencies, and staff development and training programs in industry.

Required Courses: 18 Sem. Hrs.

ED650 — Curriculum Construction and Program Development in Business and Office Education
ED654 — Introduction to Research Methods in Business and Office Education
ED655 — Research Seminar in Business and Office Education
ED522 — Continuing Education for Business
ED523 — Teaching Methodology and Instructional Materials for Adult Business Education
ED723 — Adult Development

Business Education Electives: 12 Sem. Hrs.

Electives are selected in consultation with the faculty adviser and are individualized to meet student needs and interests. At the discretion of the Director of Business Education and Office Technologies, six graduate credits earned *prior* to matriculation may be accepted upon entry to the program.

Business Education — Information Processing Program

Description: This option provides advanced preparation for business educators and those in training-related positions in business and industry. A core of courses focus on competencies in systems technology related to the changing office environment.

Required Courses: 24 Sem. Hrs.

ED650 — Curriculum Construction and Program Development in Business and Office Education
ED654 — Introduction to Research Methods in Business and Office Education
ED655 — Research Seminar in Business and Office Education
ED668 — Introduction to Office Technologies *
OR
ED673 — Word and Information Processing: Principles and Concepts
ED517 — Business Communications
*ED518 — Microcomputers for Business Education
*CIS211 — Introduction to Computer Information Systems
*CIS212 — Introduction to Computer Programming

**Advanced courses may be selected by those individuals meeting prerequisites.*

Business Education Electives: 6 Sem. Hrs.

Electives are selected in consultation with the faculty adviser and are individualized to meet student needs and interests. At the discretion of the Director of Business Education and Office Technologies, six graduate credits earned *prior* to matriculation may be accepted upon entry to the program.

Business Education — Teacher Certification Program

Description: This option is designed for individuals seeking certification in business education. The curriculum is also tailored to persons who hold a bachelor's degree in a discipline other than business and office education. Depending on the interests and academic background of the candidate, certification may be obtained in one of the following areas: teacher of business, teacher of secretarial skills, or teacher of business management. For candidates who have met the subject-matter requirement, the degree program requires 36-39 hours. Candidates who do not meet the subject-matter requirement will require additional courses.

Subject-Matter Requirement: **36 Sem. Hrs.**

Completion of 36 hours of course content in one of the following areas:

- Business and Secretarial Skills (Teacher of Business Certificate 5-12)
- Secretarial Skills (Teacher of Secretarial Skills Certificate 5-12)
- Business Administration/Management (Teacher of Business Management Certificate 5-12)

Note: This requirement may be waived for those who have previously taken courses matching the content requirement in one of the above areas.

Required Courses: **27 Sem. Hrs.**

ED203 — Foundations of Education 3
ED204 — Educational Psychology 3
ED320 — Methods of Teaching Basic Business Subjects 3
ED326 — Reading, Communication, and Mathematics Skills for Business Educators 3
ED650 — Curriculum Construction and Program Development in Business and Office Education 3
ED654 — Introduction to Research Methods in Business and Office Education 3
ED500 — Student Teaching Practicum 9

Business Education Electives: **9+ Sem. Hrs.**

(9 or more hours as determined by adviser and certificate sought) Electives specified on checksheets.

ED513 — Office Simulation and Cooperative Work Experience Programs: Implementation and Design 3
ED514 — Organization, Administration, and Curriculum Development for Distributive Education 3
ED515 — Office Education Internship for Business Educators 3-9
ED516 — History and Philosophy of Career and Occupational Education 3
ED657 — Research and Improvement in Shorthand-Transcription Instruction 3
ED658 — Research and Improvement in Keyboarding Instruction 3
ED659 — Research and Improvement in Bookkeeping, Accounting, Data Processing, and Business Mathematics Instruction 3

Certificate of Advanced Graduate Study (C.A.G.S.) in Office Technologies and Administrative Services

The Certificate of Advanced Graduate Study in Office Technologies and Administrative Services is designed to offer preparation beyond the master's degree. This program is tailored to meet the needs of: (1) Educators seeking employment in the private sector in administrative services; (2) Business Educators responsible for updating and reshaping business curriculums to meet the needs of the changing office environment; and (3) Currently employed office managers and/or those in training-related positions in business and industry.

A core of courses focus on competencies in administrative services and systems technology. Additional courses in Office Technologies and Administrative Services may be elected to meet individual needs and interests of candidates.

The completion of thirty semester hours of graduate study is required. Additional hours may be required at the discretion of the faculty adviser.

Degree candidates are advised to consult with Dr. Barbara Ash, Director, Programs in Business Education and Office Technologies.

Required Courses: 12 Sem. Hrs.

Education 667 — Office Administration and Records Management
Education 668 — Introduction to Office Technologies
Education 669 — Personnel Administration for Business
Education 515 — Office Education Internship for Business Educators (a portion of this requirement may be waived for those with related full- or part-time experience in office technologies and administrative services.)

Specialized Electives: 12 Sem. Hrs.

Education 517 — Business Communication
Education 522 — Continuing Education for Business
Education 523 — Teaching Methodology and Instructional Materials for Adult Business
Education 524 — Conference and Workshop Organization and Public Relations
Education 670 — Data Processing: Principles and Concepts
Education 673 — Word and Information Processing: Principles and Concepts
Education 700 — Business Education: Independent Projects

Electives: 6 Sem. Hrs.

Electives are selected in consultation with the faculty adviser and are individualized to meet student needs and interests. At the discretion of the Director of Business Education and Office Technologies, six graduate credits earned *prior* to matriculation may be accepted upon entry to the program.

Suffolk University

Graduate and Undergraduate Study in Business Education and Office Technologies

- CERTIFICATE OF ADVANCED GRADUATE STUDY IN OFFICE TECHNOLOGIES AND ADMINISTRATIVE SERVICES (CAGS)
- MASTER OF SCIENCE DEGREE IN BUSINESS EDUCATION (MSBE)
  - Teacher Certification Options*
  - Non-Certification Options
- BACHELOR OF SCIENCE DEGREE IN BUSINESS EDUCATION (BS)
  - Teacher of Business Certificate*
  - Teacher of Secretarial Skills Certificate*
  - Teacher of Business Management Certificate*
- BACHELOR OF SCIENCE DEGREE IN BUSINESS EDUCATION (BS)
  - Business Training and Development Option
  - Office Management Option
- CONTINUING PROFESSIONAL EDUCATION FOR BUSINESS EDUCATORS
  - Conferences
  - Workshops
  - Seminars
  - Internships
  - Independent Study

*Approved by the Massachusetts Department of Education both for certification in Massachusetts and states which hold membership in the Interstate Certification Compact.

For Further Information:
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Suffolk University
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Beacon Hill, Boston, MA 02114
617-723-4700, 280

Acknowledgments

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